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ABSTRACT

The effect of Project PLAN on the attitudes of students toward school was studied. A total of 474 randomly selected students from grades 3, 5, 6, and 7 were tested. No statistically significant differences were found between PLAN and non-PLAN schools. Project PLAN is not used in grade 7; however, grade 7 students were included in this study to help determine if students from an individualized program in an elementary school develop negative attitudes on being placed in a traditional program at a junior high school. No evidence was found to substantiate that speculation. (Author)

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Are There Differences in Attitudes Toward School Between Students in Individualized and Traditional Programs

by

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A Paper presented at the annual meeting of the American Educational Research Association, New York, April, 1977.

* This research was conducted while affiliated with the Portland, Maine Public Schools.

EA 009 294

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Introduction

One of the primary objectives of individualized instruction programs is to improve the attitudes of students toward school. This study was carried out to determine the effect of the Westinghouse Learning Corporation's PLAN Program on the attitudes of students in the two elementary schools in Portland which use PLAN materials, and also to determine the effect on students going from the individualized program in grade 6 to a more traditional program at the junior high level.

Sample

The Reiche School used PLAN for grades one through six, and North School used it in grades five and six. In order to avoid as much interruption of normal school procedures as possible and due to the limited time available, it was decided to sample students only from grades 3, 5, and 6 at the elementary level, and from grade 7 at the junior high level.

Random samples of size 40 were selected from the grade 3 students at each of North, West and Reiche schools. Reiche is the only PLAN school at that level; West students were included in the study because of the Continuous Progress Program* at that school, and North was used as a control school.

The grade 5 and 6 samples were from North, Reiche, West, and Hall; as both North and Reiche used PLAN at that level, Hall School was included to serve as the control school. Although no evidence is presented, it is generally recognized that the four elementary schools used in this study serve similar neighborhoods in terms of socio-economic variables.

As Reiche School is the only one to use PLAN in grades 1 through 6, it was decided to draw the grade 7 sample from King Junior High which is the one most of the Reiche students attend. Although it would have contributed more to the validity of the study to sample students, it was more practical to sample classrooms because it was likely to cause less disruption.

Attitudinal Measures Used

The three instruments used, one for grade 3, one for grades 5 and 6, and one for grade 7 (see Appendices A,B, and C) were constructed by selecting appropriate items from the various levels of the "School Sentiment Index" in Attitude Toward School, Revised Edition**. The grade 3 instrument consisted of 30 items which were subdivided into four scales (Teacher, Social Structure and Climate, Peers, and General). Each item was scored as one or zero with the score of one reflecting a positive attitude.

* The Continuous Progress Program uses the individualized approach, but does not use the computer support or the same materials that are used in the PLAN schools.

** Instructional Objectives Exchange, Los Angeles, California, 1972.

The instrument used in grades 5 and 6 has 71 items and is divided into six scales. Those are Instruction, Authority and Control, Relationship with Students, Social Structure and Climate, Peer, and General. The first three scales are also combined to make a single Teacher scale. This instrument was of the true - false type, and was scored such that a one was given for a positive attitude and a zero for a negative attitude.

The grade 7 instrument consisted of 62 items which were divided into seven scales; six of these were named as in the grades 5 and 6 instrument, and the seventh scale was Learning. All 62 of the items had four choices, ranging from strongly agree to strongly disagree. Those items were scored on a 4 point scale with a 4 being assigned to the most positive attitude and a 1 being assigned to the most negative attitude.

Grade 3 Results

The summary statistics for the grade 3 data are presented in Table I. The numbers of students in various schools are all less than 40 (the previously stated sample size) due to absentees on the date of administration.

Table I

Means and Standard Deviations for Grade 3 Students on the School Sentiment Index: Primary Level

School	N	Scale									
		Teacher (8 Items)		Soc. Structure & Climate (7 Items)		Peers (8 Items)		General (7 Items)		Total (30 Items)	
		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
North	35	4.2	1.87	4.3	1.86	4.7	1.39	2.5	2.61	15.7	6.15
Reiche	36	4.0	1.20	3.6	1.21	4.0	1.15	2.3	1.13	13.8	2.56
West	35	4.5	1.99	4.7	1.62	4.9	1.73	3.7	2.74	17.7	6.96
All	106	4.2	1.71	4.2	1.64	4.5	1.48	2.8	2.33	15.7	5.72

An examination of Table I indicates that there are not many large differences between schools on any of the individual scales, but that there might be a cumulative effect across scales. Therefore, only some of the larger differences were tested for statistical significance.

Bonferroni type confidence intervals# were constructed for the following contrasts at the 0.95 level:

1) Reiche and West on Social Structure and Climate
2) Reiche and West on General
3) North and West on General
4) North and West on Total Score
5) North and Reiche on Total Score
6) Reiche and West on Total Score

None of these contrasts were found to be significant. Therefore it is concluded that there are no statistically significant differences in the attitudes of students at North, Reiche, and Hall Schools.

Timm, Neil H., Multivariate Analysis with Applications in Education and Psychology, Brooks/Cole, Monterey, Calif., 1975.

Table II
Means and Standard Deviations for Grades 5 and 6
on the School Sentiment Index: Intermediate Level

School	Grade	N	Mode of Instruction		Authority and Control		Relationship with Students		Teacher		Social Structure & Climate		Peer		General		Total	
			M	sd	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd	M	sd
NORTH	5	36	9.4	2.20	6.5	2.46	8.3	2.50	24.2	6.02	6.4	2.14	7.6	2.23	6.0	4.05	44.2	11.75
	6	36	8.1	2.87	5.4	3.02	6.2	3.45	19.8	8.65	5.3	2.12	7.4	2.88	5.1	3.18	37.6	13.98
	Total	72	8.8	2.62	6.0	2.78	7.3	3.17	22.0	7.73	5.9	2.19	7.5	2.56	5.5	3.65	40.9	13.26
REICHE	5	38	9.5	2.02	5.9	2.69	7.9	3.26	23.4	7.26	6.5	2.50	6.3	2.35	6.2	3.69	43.0	13.58
	6	39	8.8	2.37	5.7	2.20	6.3	2.68	20.7	6.24	5.5	2.25	7.5	2.02	5.2	3.44	40.0	9.93
	Total	77	9.1	2.22	5.8	2.44	7.1	3.08	22.0	6.85	6.5	2.36	7.2	2.20	5.7	3.58	41.5	11.91
HALL	5	40	9.0	2.55	6.3	2.42	7.4	2.69	22.8	6.50	6.4	2.64	8.0	2.42	5.5	3.30	42.7	11.58
	6	38	9.1	2.50	6.9	2.29	7.3	3.61	23.3	7.51	6.4	2.35	8.6	2.70	5.6	3.92	43.8	12.48
	Total	78	9.1	2.51	6.6	2.36	7.4	3.15	23.0	6.97	6.4	2.49	8.3	2.56	5.6	3.60	43.3	12.47
WEST	5	37	8.3	2.80	6.6	2.30	7.2	2.97	22.1	5.73	5.8	1.91	7.1	2.04	5.2	3.80	40.2	11.07
	6	34	7.8	2.80	6.1	2.61	6.4	3.35	20.2	8.03	4.7	2.33	8.4	2.86	3.7	3.17	37.0	13.05
	Total	71	8.0	2.79	6.4	2.45	6.8	3.15	21.2	7.40	5.2	2.20	7.7	2.54	4.5	3.57	38.7	12.08
ALL	5	151	9.1	2.43	6.3	2.46	7.7	2.87	23.1	6.62	6.3	2.32	7.4	2.30	5.7	3.69	42.5	12.00
	6	147	8.5	2.65	6.0	2.57	6.5	3.23	21.0	7.67	5.8	2.33	8.0	2.65	4.9	3.49	39.7	12.83
	Total	298	8.8	2.56	6.2	2.52	7.1	3.13	22.1	7.22	6.0	2.36	7.7	2.49	5.3	3.61	41.1	12.48
NORTH AND REICHE	5	74	9.5	2.10	6.2	2.58	8.1	2.90	23.8	6.66	6.5	2.32	7.2	23.1	6.1	3.85	43.6	12.65
	6	75	8.5	2.62	5.6	2.61	6.2	3.05	20.3	7.46	5.9	2.26	7.5	2.46	5.1	3.30	38.8	12.05
	Total	149	9.0	2.42	5.9	2.60	7.2	3.11	22.0	7.26	6.2	2.30	7.3	2.38	5.6	3.60	41.2	12.54

Grade 5 and 6 Results

The summary statistics for the grades 5 and 6 data are presented in Table II. Due to the large number of contrasts possible when all of the scales and schools are considered, it was decided to do a two-way analysis of variance using the total score as a dependent variable and grades and schools as the two factors. The results of this analysis are reported in Table III.

Table III

Analysis of Variance of Attitudinal Scores for Grades 5 and 6

Source	Sum of Squares	Degrees of Freedom	Mean Square	F-Ratio	Significance
Grades	618.35	1	618.35	3.97	0.05 Level
Schools	797.74	3	265.91	1.71	Not Significant
Grades x Schools	529.68	3	176.56	1.13	Not Significant
Error	43610.00	280	155.75		
Total	45555.77	287			

Since there are only two grades involved, it is concluded that the difference between the grade 5 scores and the grade 6 scores is statistically significant with the grade 5 scores being higher. The interaction between grades and schools, and differences between schools were both found to be non-significant using the total scores as a variable.

It was decided to construct confidence intervals for the difference between grade 5 and grade 6 means at each school since an examination of Table II indicates that in three of the four schools, grade five students have a more positive attitude than grade six students. The exception to this is the students at Hall School. The confidence intervals indicated however, that the only school where a statistical difference occurs between the two grades is North School. In other words, there is not evidence enough in this data to indicate that the grade 5 and 6 means are different at Reiche, West, and Hall.

Although there were no significant differences between schools, it is observed that the grade 5 mean at North is the highest one to be found in this data. It is possible that this is due to sampling error, but it also might be due to the fact that the PLAN program is used with grade 5 students for the first time at North School. That is, the newness of the program may give the grade 5 students at North a more positive attitude.

More studies involving all grade levels (1-6) need to be done to determine what the trend in attitudes might be. This data indicates that the degree of positive attitude toward school may lessen as the grade level increases, but the difference was significant at only one school.

Grade 7 Results

The tables in Appendix D give the percentage of students in each group that selected each response for all of the items. The items have been grouped by scale, and all of the negatively stated items have been scored such that a 4 in the tables always reflects the most positive attitude toward school.

The means, by scale and total instrument, are given in Table IV for each of the two groups separately, and for the two groups combined.

An examination of Table IV shows that there are very few differences between the two groups on any of the scales. The original intent was to perform several statistical tests to determine exactly where the differences are between the two groups. After observing the small differences however, the only statistical test performed was a t-test on the difference in means for the combined Teacher Scale. This resulted in a t-value less than 1.0, and thus there are no statistically significant differences in attitude toward school between the seventh grade students from PLAN and non-PLAN schools.

Although there are no differences between groups, the question of whether the students have a positive or negative attitude toward school is important. The average for the combined groups on the total instrument is considered first. If every student had answered all 62 items, then the average score would have to be between 62 (62 x 1) and 248 (62 x 4). Since the items are scored 1, 2, 3, or 4, a score of 155 (62 x 2.5) would be considered as the dividing score between positive and negative attitudes. The average for the total sample was 159.7. A one-tail t-test was performed to test the hypothesis that the total group mean was greater than 155. The resulting $t = 1.956$ was significant at the 0.05 level. It is therefore concluded that the students in grade 7 at King Junior High School do have a favorable attitude toward school.

Doing similar calculations for each sub-scale of the instrument, only two instances of average scores below the middle score were found for the total group. First, an average of 22.8 was observed for the scale Relationship with Students, and second, an average of 29.4 was observed for the scale Social Structure and Climate. The dividing scores for these two scales would be 25 and 30 respectively. Obviously there is no need of concern in regards to the Social Structure and Climate Scale as it is so close to the middle score. In regards to the Relationship with Students scale, there may be some concern if two facts are not considered. First, the mean is only 2.2 points below the middle score. In addition, the middle score is based on the assumption that every student answered all of the items; since this did not happen, the results are slightly biased in the negative direction because the no response is in effect counting as a 0 (a more negative attitude than a score of 1). The bias is slight as there were not many items skipped by students.

The tables in Appendix D more clearly show the overall favorable attitude. It is noted that a median of 3 means that more than 50% of the students in that group responded with a 3 or 4 (positive attitude), and that a median of 2 means that more than 50% answered with a 1 or 2 (negative attitude). There were a few items that had a median of 4 for either one or both of the groups, but there were no instances where a median of 1 occurred.

TABLE IV

TABLE OF MEANS FOR GRADE 7 STUDENTS FROM PLAN AND NON-PLAN ELEMENTARY SCHOOLS ON THE SCHOOL SENTIMENT INDEX, SECONDARY LEVEL

SPRING 1975

SCALE	NUMBER OF ITEMS	GROUP MEANS		
		I - PLAN N = 27	II - OTHER N = 43	III - TOTAL N = 70
Mode of Instruction	12	30.963	32.094	31.657
Authority & Control	10	24.593	25.767	25.314
Relationship with Students	10	22.519	22.930	22.771
Teacher *	32	78.074	80.791	79.743
Learning	7	18.889	18.233	18.486
Social Structure & Climate	12	29.333	29.372	29.357
Peer	5	13.667	14.814	14.371
General	6	18.704	17.139	17.743
Total	62	158.667	160.349	159.7

* Combines the above three scales

Tables D-III and D-V give the results for the scales Relationship with Students and Social Structure and Climate, which were previously mentioned as the only individual scales with a mean less than the middle score. Using the value of the median as a determining factor, it can be seen from Table D-V that the students are just about evenly divided between favorable and unfavorable attitudes. Thus it can again be stated that there should be no great concern about this scale. The one item that does stand out in a negative sense is item 28, which states "Students have a voice in determining how this school is run."

Results for the other scale of interest, Relationship with Students, are shown in Table D-III. For this scale, there are 6 items for each group that have a median of 2 and only 4 items that have a median of 3. It may be advisable therefore, to give more consideration to the negative attitudes expressed on this scale than was first thought after observing the results in Table IV. Items 42 and 60 are the ones with the greatest percentages of negative responses for both groups. These items deal with the teachers being friendlier toward brighter students and with the teachers having pets. The attitudes expressed by the students are probably consistent with what would be observed with any group of students, but steps should be taken so as to avoid giving students this perception of teachers.

In summary, it does appear that the students do have a favorable attitude toward their school and teachers. There is much to gain by examining the responses to individual items, and it is suggested that this be done by anyone who is concerned about student attitudes.

Conclusions

No statistically significant differences were found between groups of students in the PLAN program and those in other programs. It was therefore concluded that students' attitudes toward school are not affected by the PLAN program as it has been implemented in Portland.

The absence of significant differences at the junior high level may further indicate that students easily adjust to the educational environment to which they are assigned. The junior high results do not verify the speculation of some of the teachers and administrators that the students going to junior high school from the PLAN program have more difficulty in adjusting than the students from traditional programs.

Acknowledgements

I wish to thank Dr. Balwant Singh for his many helpful comments and suggestions on this research project. Thanks are also due to the various principals and teachers involved, and also to Ellen Vargas, Cheryl Thurston, and Richard Perham for the excellent and prompt typing and printing of this paper.

APPENDIX A

SCHOOL SENTIMENT INDEX: PRIMARY LEVEL

DIRECTIONS

The questions in the school sentiment index are to be read orally to the children; pupils respond by marking "yes" or "no" on the response sheets provided.

Time: Although this instrument is not timed, children have often been able to complete the measure in about 10-15 minutes, when the recommended practice activities have been used.

Recommended Practice Activities: The following practice activities should be used prior to beginning the instrument to ensure that children understand the procedure for indicating their responses.

1. On the chalkboard draw a series of response boxes, similar to those on the response sheets. (DO NOT DISTRIBUTE THE ACTUAL RESPONSE SHEETS UNTIL YOU ARE READY TO BEGIN THE MEASURE)

2. Clearly identify for the children the written words "yes" and "no". Have individual children identify the words. Confirm the correctness of each child's responses.

3. Demonstrate the proper marking of the responses (yes, no). Emphasize that only one word is to be marked in each base.

4. Have different children come to the board to answer as many of the following practice items as are deemed necessary:

   a. Are you a child?
   b. Are you a train?
   c. Do you have a brother?
   d. Do you like to sing?
   e. Do birds fly?
   f. Do you have a dog?

Materials Needed: To complete the measure, each child will need the following materials:

1. Three response sheets each of a different color (for ease of administration) and each containing ten response boxes.

2. A pencil or a crayon.

Additional Directions: Students should not be allowed to write their names on the response sheets; we need to know only the name of the school. Pupils must be made to feel that their responses will remain anonymous.

Remind children that for many questions, either answer may be correct although only one answer will be correct for a particular child. Therefore, they need not worry if another child's response is different from their own. Do not permit the children to verbalize their answers when responding.

SCHOOL SENTIMENT INDEX: PRIMARY LEVEL

ALL PUPILS SHOULD BE READY TO USE THE FIRST RESPONSE SHEET (BLUE)

QUESTIONS

1. Is your teacher interested in the things you do at home?
2. When you are trying to do your schoolwork, do the other children bother you?
3. Does your teacher care about you?
4. Do other children get you into trouble at school?
5. Do you like being at school?
6. Would you be happier, if you didn't have to go to school?
7. Does it bother you because your teacher does not give you enough time to finish your work?
8. Are the grown-ups at school friendly toward the children?
9. When you don't understand something, are you usually afraid to ask your teacher a question?
10. Are the other children in your class friendly toward you?

ALL THE PUPILS SHOULD NOW BE READY TO USE THE NEXT RESPONSE SHEET (GREEN). PLEASE BE SURE TO CHECK THIS BEFORE READING QUESTION NUMBER 11.

11. Are you scared to go to the office at school?
12. Is school fun?
13. Does your teacher like to help you with your work when you need help?
14. Are the rooms in your school nice?
15. Does your school have too many rules?
16. Do you usually do what other children want to do instead of what you want to do?
17. Do you like the other children in your class?
18. Would you like to be somewhere other than school right now?
19. Does your teacher like some children better than others?
20. Do other people at school really care about you?

PLEASE CHECK TO SEE IF ALL THE STUDENTS ARE NOW READY TO WRITE THE ANSWERS TO QUESTION NUMBER 21 ON THE NEXT RESPONSE SHEET (YELLOW).

21. Does your teacher yell at the children too much?

22. Do you like to come to school every day?

23. Does your teacher get mad too much?

24. Do you feel lonely at school?

25. Do you have your own group of friends at school?

26. Do your classmates listen to what you say?

27. Do you wish you could stay home from school a lot?

28. Is school boring?

29. Are there a lot of things to do at school?

30. Do nice things happen at your school every year?

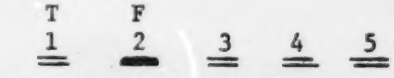
APPENDIX B

School Sentiment Index: Intermediate Level

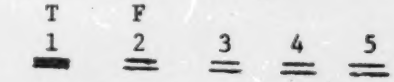
DIRECTIONS:

Please DO NOT write your name on your answer sheet; just print your grade and the name of your school on it. On your answer sheet, please show whether each of the sentences below is True or False for you by marking T (TRUE) if the sentence is true or F (FALSE) if the statement is not true. Read the examples below carefully.

Example 1
1. My class is too easy.



Example 2
2. I like to play baseball.



There are no right or wrong answers, so respond to each sentence as honestly as you can.

1. Other children bother me when I'm trying to do my school work.
2. My teacher always tries to tell me when she is pleased with my work.
3. My teacher is interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. This school has rules like a jail.
6. In my class, my teacher allows us to make many decisions together.
7. My teacher grades too hard.
8. Other children often get me into trouble at school.
9. My teacher doesn't explain things very well.
10. My teacher listens to what I have to say.
11. It is hard for me to stay happy at school because I wish I could be somewhere else.
12. There are many different activities at school from which I can choose what I would like to do.
13. When I do something wrong at school, I know I will get a second chance.
14. My teacher gives me work that's too easy because she's lazy.
15. I often must do what my friends want me to do.
16. My teacher tries to make school interesting to me.
17. Most school days seem like they will never end.
18. My teacher does not care about me.
19. I don't like having to go to school.
20. The grown-ups at my school are friendly.
21. My teacher gives me as many chances as other children to do special jobs in my classroom.

22. The other children in my class are not friendly toward me.

23. My teacher tries very hard to help me understand hard schoolwork.

24. My teacher doesn't understand me.

25. I often wish I was somebody who doesn't have to go to school.

26. This school has events all the time that make me happy I attend school here.

27. My teacher treats me fairly.

28. My teacher tries to make sure I understand what she wants me to do.

29. I really like working with the other children in my class.

30. I'm afraid to tell my teacher when I don't understand something.

31. I feel good when I'm at school because it's fun.

32. I get scared when I have to go to the office at school.

33. My teacher unfairly punishes the whole class.

34. My teacher doesn't give very good tests.

35. School is a good place for making friends.

36. My teacher tries to do things that the class enjoys.

37. I'm scared of my teacher because she can be mean to us.

38. I like to stay home from school.

39. When I have a problem on the playground at recess, I know I can find someone to help me.

40. I don't like most of the children in my class.

41. My teacher is not very friendly with the children.

42. My school looks nice.

43. My teacher grades me fairly.

44. I think a new child could make friends easily in my class.

45. I feel like my teacher doesn't like me when I do something wrong.

46. My class is too crowded.

47. When a new child comes into our class, my friends and I try very hard to make him or her feel happy.

48. My teacher likes some children better than others.

49. When I do something wrong, my teacher corrects me without hurting my feelings.

50. I like school because there are so many fun things to do.

51. My school doesn't have very many supplies for us to use.

52. My teacher would let the class plan an event alone.

53. My teacher is often too busy to help me when I need help.

54. It would be nice if I never had to come back to school again after today.

55. My teacher doesn't want to hear the children's ideas on classroom rules and behavior.

56. My teacher usually explains things too slowly.

57. Older children often boss my friends and me around at my school.

58. I don't think there is very much to do at this school.

59. My teacher bosses the children around.

60. My teacher gets angry if the class isn't quiet.

61. My teacher usually doesn't know what to do in class.

62. I like my teacher because he (she) is understanding when things go wrong.

63. If I had a problem outside of school I could go to my teacher for help.

64. My teacher cares about the feelings of the pupils in his (her) class.

65. My teacher doesn't care what happens to me outside of school.

66. My teacher is usually grouchy in class.

67. I have my own group of friends at school.

68. I like to work with other children on class projects.

69. I'm very happy when I'm at school.

70. School is exciting.

71. I don't like school because it's too much work.

APPENDIX C

School Sentiment Index: Secondary Level

Directions

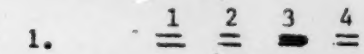
Please DO NOT write your name on your answer sheet. For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

1) if you strongly agree
2) if you agree
3) if you disagree
4) if you strongly disagree

For example:

1. My classes are too easy.

If you disagree with the statement, you should mark 3 on the answer sheet as follows:



There are no right or wrong answers, so respond to each as honestly as you can.

1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
2. Most of my teachers seem interested in the things I do outside of school.
3. Each morning I look forward to coming to school.
4. My school has too many rules.
5. Most of my teachers do not allow me much choice in what I study in class.
6. I often feel rushed and nervous at school.
7. Most of my teachers give assignments that are too difficult.
8. Students here are not as friendly as in other schools.
9. Most of my teachers try to make their subjects interesting to me.
10. I dislike having to do homework.
11. My teachers are interested in what I have to say.
12. It is clear to me why I shouldn't drop out of school.
13. In most of my classes, I have the opportunity to help plan my lessons.
14. Most of my teachers give homework that is just busywork.
15. I enjoy working on class projects with other students.
16. Most of my teachers really like their subjects.

17. Most of my teachers seem personally concerned about me.

18. I don't usually enjoy working on puzzles and trying to solve difficult problems.

19. I think there is too much pressure in school.

20. Most of my teachers will accept suggestions from their students.

21. School is a good place for making friends.

22. Most of my teachers don't try very hard to understand young people.

23. Skipping school whenever I can doesn't really bother me.

24. I'm very interested in what goes on at this school.

25. Most of the decisions in my classes are made by the teachers.

26. My teachers ask me to memorize too many facts.

27. There are other reasons for going to school besides just learning.

28. Students have a voice in determining how this school is run.

29. I think most of my teachers are fair to me.

30. I generally try to get involved in many school activities.

31. Most of my teachers give me some idea of what will be on their tests.

32. I really like most of the kids at this school.

33. My teachers don't allow me to be as creative as I am able to be.

34. Most of my teachers do not recognize my right to a different opinion.

35. I enjoy talking to many of my teachers after class.

36. It isn't difficult for a new student to find friends here.

37. Many of my teachers could be trusted if I discussed a personal problem with them.

38. My favorite classes, regardless of subject, are those in which I learn the most.

39. School is important to me because I find many of the things I learn are useful outside of school.

40. Our school is so large, I often feel lost in the crowd.

41. I usually get the grade I deserve in a class.

42. Teachers are usually the friendliest with the bright students.

43. I try to do good work in my classes, because you never know when the information will be useful.

44. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.

45. Most of my teachers make it clear about how much the students can "get away with" in class.

46. I enjoy the social life here.

47. Everyone knows who the real losers in this school are.

48. Most of my teachers like working with young people.

49. Sometimes I just can't put a book down until I'm finished with it.

50. Most of my teachers are too concerned with discipline.

51. At school, other people really care about me.

52. If I thought I could win, I'd like to run for an elected student body office.

53. Most of my teachers will discuss any changes made to my grade.

54. I almost always do more school work than just what is assigned.

55. Most of the teachers at my school cannot control their classes.

56. It is possible to be popular in school and also be an individualist.

57. Lunch time at school is not fun.

58. Many of my teachers are often impatient.

59. If I had the choice, I wouldn't go to school at all.

60. Many of my teachers have "pets".

61. Most of my teachers often waste too much time explaining things.

62. Occasionally I have discovered things on my own that were related to some of my school subjects.

APPENDIX D

The follcwing tables show the percentage of students in the PLAN and non-PLAN groups that selected each of the four possible responses; the median value is also reported for each item. It is important to note the following facts when examining the tables:

a) the items are grouped by scale as established by the publisher.

b) the order of responses of the items stated in a negative sense on the instrument administered, have been reversed so that a 4 in the following tables always represents the most positive attitude towards school.

c) due to rounding errors, the percentages reported for many items do not sum to 100 per cent.

Teacher: Mode of Instruction D-I

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
1	4	67	26	4	3	9	49	40	2	3
7	7	56	22	15	3	16	60	14	9	3
9	26	30	26	19	3	16	47	23	14	3
14	11	41	30	19	3	21	44	12	23	3
16	26	37	22	15	3	21	60	14	5	3
20	15	50	15	19	3	19	51	16	14	3
25	11	19	37	33	2	2	19	47	33	2
26	7	37	19	37	2	16	35	26	23	3
31	56	30	4	11	4	40	53	2	5	3
41	31	31	23	15	3	23	51	14	12	3
56	30	26	19	26	3	19	44	26	12	3
61	30	19	33	19	2	7	42	37	14	2

Teacher: Authority & Control D-II

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
5	15	26	41	19	2	19	35	35	12	3
13	4	35	27	35	2	2	14	48	36	2
29	27	54	12	8	3	21	58	9	12	3
33	26	37	15	22	3	12	56	12	21	3
34	11	22	37	30	2	24	38	19	19	3
44	19	33	33	15	3	21	51	14	14	3
45	30	26	37	7	3	21	53	19	7	3
50	15	41	22	22	3	9	40	23	28	2
53	11	41	30	19	3	19	53	16	12	3
55	15	26	30	30	2	12	44	30	14	3

Teacher: Relationship with Students D-III

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
2	19	7	37	37	2	2	16	51	30	2
11	26	26	30	19	3	14	51	16	19	3
17	11	30	30	30	2	7	31	38	24	2
22	19	41	4	37	3	16	47	21	16	3
35	15	19	27	38	2	10	27	49	15	2
37	22	33	15	30	3	16	47	23	14	3
42	7	19	26	48	2	12	21	23	44	2
48	19	42	27	12	3	12	53	23	12	3
58	7	37	33	22	2	7	36	36	21	2
60	11	15	33	41	2	5	26	26	43	2

Learning D-IV

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
10	15	33	22	30	2	12	21	28	40	2
18	15	22	33	30	2	7	44	23	26	3
27	54	31	8	8	4	30	47	14	9	3
38	42	38	19	0	3	28	30	28	14	3
49	38	35	19	8	3	40	42	12	7	3
54	22	15	56	7	2	12	19	51	19	2
62	23	38	23	15	3	16	56	23	7	3

Social Structure & Climate D-V

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
4	19	52	4	26	3	9	53	28	9	3
6	26	26	26	22	3	21	24	29	26	2
19	12	27	31	31	2	9	37	30	23	2
24	15	41	37	7	3	21	50	17	12	3
28	13	29	21	38	2	16	23	21	40	2
30	31	38	23	8	3	23	37	26	14	3
40	23	35	12	31	3	19	53	14	14	3
46	19	30	33	19	2	2	63	19	16	3
47	19	19	37	26	2	7	30	35	28	2
51	11	26	37	26	2	12	21	44	23	2
52	22	33	33	11	3	16	23	37	23	2
57	22	37	19	22	3	21	31	29	19	3

Peer D-VI

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
8	40	24	12	24	3	24	40	26	10	3
15	48	22	7	22	3	44	35	14	7	3
21	48	37	7	7	3	49	40	7	5	3
32	17	42	33	8	3	16	53	21	9	3
36	11	44	26	19	3	26	47	14	14	3

General D-VII

Item No.	Group I 4	3	2	1	Median	Group II 4	3	2	1	Median
3	33	15	22	30	2	2	33	35	30	2
12	74	11	11	4	4	58	33	7	2	4
23	69	23	4	4	4	55	20	18	8	4
39	50	31	12	8	4	30	42	14	14	3
43	33	59	7	0	3	30	53	14	2	3
59	33	37	7	22	3	17	56	10	17	3